DOCUMENT RESUME

ED 449 767 HE 033 774

TITLE	Academic Probation and Suspension: Impact Study of Retention Policy.
INSTITUTION	Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE	2000-06-00
NOTE	28p.
AVAILABLE FROM	Oklahoma State Regents for Higher Education, State Capitol Complex, 500 Education Building, Oklahoma City, OK 73105-4500. Tel: 405-524-9180.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Failure; *Academic Probation; *Expulsion; Higher Education; School Holding Power; *Suspension; *Undergraduate Students
IDENTIFIERS	*Oklahoma

ABSTRACT

This report examines the effects of increasing retention standards on the percentage of students on student academic probation, suspension, persistence, and graduation rates for students in the Oklahoma State System of higher education. The State Regents adopted higher student retention standards between 1991 and 1993. The standards increased gradually by reducing the number of total credit hours attempted at a designated grade point average level. Student records showed that the number of undergraduate students, excluding seniors, suspended at all tier levels increased from 1989-1990 to 1993-1994 when the retention policy was fully implemented, decreased the following year, and then fluctuated through 1998-1999. The rates in 1998-1999 are slightly higher than those of 1988-1989. The percentage of male undergraduates suspended was higher than the percentage of female students in all three tiers. Generally, the percentage of undergraduate students suspended was highest for black students and lowest for nonresident alien students in all three tiers from 1989-1990 through 1998-1999. Findings also show that undergraduate students with higher ACT scores are less likely to be suspended. The results of the study confirm the expected initial increase in the percentage of students suspended, followed by declining suspension rates. The higher retention standards did not change the historic distributions among racial and gender groups, and, persistence and graduation rates are generally improving. An appendix contains an excerpt from the state's admission policy. (SLD)

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Academic Probation and Suspension: Impact Study of Retention Policy

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Academic Probation and Suspension:
Impact Study of Retention Policy

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Oklahoma State Regents for Higher Education

ACADEMIC PROBATION AND SUSPENSION: IMPACT STUDY OF RETENTION POLICY

June 2000

Executive Summary

PURPOSE:

- The State Regents' *"Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System"* (II-2-46.3) requires a periodic review of the retention policy.

- This report examines the effects of increasing retention standards on the percentage of students on student academic probation, suspension, persistence and graduation rates.

BACKGROUND:

- The State Regents adopted higher student retention standards in the Oklahoma State System to increase student success by holding students accountable for their academic performance earlier in their college careers. Prior to the current policy, the retention standards were:

    - 1.6 GPA 12 to 30 hours attempted
    - 1.8 GPA 31 to 60 hours attempted
    - 2.0 GPA more than 60 hours attempted

- Beginning in fall 1991, increased retention standards were phased in and reached current standards in fall 1993. The standards increased gradually by reducing the number of total credit hours attempted at a designated GPA level.

    - 1.7 GPA 0 to 30 hours attempted
    - 2.0 GPA more than 30 hours attempted

FINDINGS:

- The percentage of undergraduate students, excluding seniors, suspended at all tier levels increased from 1989-90 to 1993-94, when the retention policy was implemented fully, decreased the following year, then fluctuated through 1998-99. The rates in 1998-99 are slightly higher than 1988-89.

- The percentage of male undergraduate students suspended was higher than the percentage of female students in all three tiers.

- Generally, the percentage of undergraduate students suspended was highest for Black students and lowest for Nonresident Alien students in all three tiers from 1989-90 through 1998-99.

- The percentage of male undergraduate students suspended was higher than the percentage of female students in all three tiers.

- Generally, the percentage of undergraduate students suspended was highest for Black students and lowest for Nonresident Alien students in all three tiers from 1989-90 through 1998-99.

- The percentage of undergraduate students suspended was highest for freshmen, followed by sophomores, then juniors in all three tiers. This occurred from 1988-89 through 1998-98, except in 1989-90 and 1990-91, before the current retention policy, when a higher percentage of sophomores than freshmen were suspended at the regional universities and two-year colleges.

- Undergraduate students with lower ACT scores were suspended at a higher rate for all three tiers. This generally occurred, except in 1989-90 at the universities and since implementation of the current retention policy in 1993-94 when the suspension rates of students with ACT scores of 19-20 and 21-24 at the comprehensive universities have been comparable.

- For this study, persistence rate is defined as the percentage of first-time, full-time freshmen who re-enrolled at a public or private higher education institution in Oklahoma during the following year. Persistence rates increased for fall 1989 to fall 1997 freshmen at the comprehensive universities (+0.7 percentage point), increased at the regional universities (+1.8 percentage points), and decreased at the two-year colleges (-2.8 percentage points). Generally, the persistence rates decreased slightly around fall 1993 when the policy was implemented, then increased again.

- For this study, graduation rate is defined as the percentage of first-time, full-time freshmen who graduated from a public or private higher education institution in Oklahoma within six-years of beginning at a university or within three-years of beginning at a two-year college. Graduation rates increased for fall 1989 to fall 1993 freshmen at the comprehensive universities (+2.8 percentage points), decreased at the regional universities (-0.2 percentage point), and increased at two-year colleges (+1.5 percentage points) for fall 1989 to fall 1996.

CONCLUSIONS:

The *Academic Probation and Suspension: Impact Study of Retention Policy* examines the effects of the increased retention standards on the State System and provides information for the State Regents to determine whether the retention standards are appropriate and if the goal of enhancing student success is being met. Even though this study examines only a few of the factors that could impact student retention, the following conclusions can be made:

- As expected, the suspension rates were highest in 1993-94 when the retention policy was implemented, and have since decreased at both universities and two-year colleges.

- The percentage of undergraduate students suspended continues to be higher for male students than for female students.

- The percentage of undergraduate students suspended continues to be highest for Black students and lowest for Nonresident Alien students.

- The percentage of undergraduate students suspended continues to be highest for freshmen, followed by sophomores, then juniors.

- Undergraduate students with higher ACT scores are less likely to be suspended.

- Persistence rates decreased as the retention policy was fully implemented, but have generally increased since 1993-94.

- Graduation rates have generally increased.

- The results of this study confirm the expected initial increase in the percentage of students suspended which is now declining. The higher retention standards have not changed the historic distributions among racial and gender groups. Also, persistence and graduation rates are generally improving.

Oklahoma State Regents for Higher Education

ACADEMIC PROBATION AND SUSPENSION: IMPACT STUDY OF RETENTION POLICY

June 2000

PURPOSE:

The State Regents' *"Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System"* (II-2-46.3) (see Appendix) requires a periodic review of the retention policy. This report is the third to examine the effects of increasing retention standards on student academic probation, suspension, persistence, and graduation rates.

The first Retention Policy Impact Study was conducted in spring 1995. It concluded that although there was an expected increase in the percentage of students placed on academic probation or suspension, the higher retention standards did not change the historic distribution among racial and gender groups. The second study conducted in spring 1998 found that the percentage of students on probation or suspended declined and the distribution among racial and gender groups did not change.

This third report covers the year before the retention standards increased (1989-90) to present (1998-99), documenting the impact of the retention policy on student success. This study includes the same few factors affecting student admission and retention as previous studies. Due to the many factors impacting student successes, it is important to note that it is not possible to conclude that the increase in retention standards caused, solely or in part, any particular result.

BACKGROUND:

The State Regents adopted higher student retention standards in the Oklahoma State System to increase student success by holding students accountable for their academic performance earlier in their college careers. Prior to the current policy, the retention standards required a 1.6 GPA for students who had attempted 12 to 30 hours, a 1.8 GPA for those with 31 to 60 hours, and a 2.0 GPA for those with more than 60 hours.

The current retention standards began in fall 1991, were implemented fully in fall 1993, and have remained the same since. The standards increased gradually by reducing the number of total credit hours attempted at a designated GPA level. In fall 1991, a GPA of 1.7 was required for students who had attempted 12 to 60 hours; a GPA of 2.0 was required for students who had attempted more than 60 hours. In fall 1992, a 1.7 GPA was required for students who had attempted 6 to 45 hours, a 2.0 GPA for more than 45 hours. The retention standards increased again in fall 1993 and have remained the same since: a 1.7 GPA for students who have attempted 0 to 30 hours and a 2.0 GPA for students who have attempted more than 30 hours.

The State Regents' policy states that any student whose retention GPA falls below the designated level for a given semester is on academic probation. Freshmen who have

accumulated 30 or fewer credit hours will be placed on academic notice if their GPAs are 1.7 to less than 2.0. Students on academic probation the previous semester who fail to raise their GPAs to the required retention level or to achieve a 2.0 GPA the next semester will be suspended immediately from the institution and may not be reinstated until one regular semester (fall or spring) has elapsed. In April 1998, the State Regents adopted a retention policy revision that permits institutions, at their discretion, to enroll first-time, spring suspended students in summer courses that meet general education or degree requirements. If these students meet one of the retention requirements during the summer, they may enroll in the fall semester. If not, they are suspended for the fall semester.

METHODOLOGY:

Data included in this study are the latest available from the Unitized Data System (UDS). Seniors were excluded from academic probation and suspension rates, because the retention policy allows students with 90 credit hours to avoid suspension one time at the institution's discretion. All undergraduate students were included in student persistence and graduation rates. Since the retention policy's full implementation in fall 1993, four full years of data are available for computing student persistence rates and three years for computing three-year graduation rates at the two-year colleges. The six-year graduation rates of the universities includes fewer students impacted by the current retention study since the latest fall freshman cohort that can be reported is fall 1993.

FINDINGS:

Percentage of Undergraduate Students Suspended or on Academic Probation (Figure 1)

- The percentage of undergraduate students, excluding seniors, suspended at all tier levels increased from 1989-90 to 1993-94, when the retention policy was implemented fully, decreased the following year, then fluctuated through 1998-99. The rates in 1998-99 are slightly higher than 1988-89.

    - At the comprehensive universities, the percentage of suspended undergraduate students, excluding seniors, increased from 3.0 percent in 1989-90 to 6.9 percent in 1993-94, then decreased from 4.0 percent to 3.6 percent from 1994-95 to 1998-99.

    - At the regional universities, the percentage of suspended undergraduate students, excluding seniors, increased from 1.2 percent in 1989-90 to 4.4 percent in 1993-94, decreased to 2.6 percent in 1995-96, then increased to 3.5 percent in 1998-99.

    - At the two-year colleges, the percentage of suspended undergraduate students increased from 0.3 percent in 1989-90 to 2.5 percent in 1993-94, decreased to 0.9 percent in 1996-97 and then increased to 1.3 percent in 1998-99.

- The academic probation rate for undergraduates is higher than the suspension rate. Probation rates increased from 1989-90 to 1993-94, then fluctuated and returned to high levels in 1998-99.

- At the comprehensive universities, the probation rates increased from 5.1 percent to 11.6 percent in 1992-93, decreased to 6.8 percent in 1994-95, then increased to 11.5 percent in 1998-99.

- At the regional universities, the rates increased from 3.4 percent to 10.7 percent in 1993-94, decreased to 9.3 percent in 1995-96, then increased to 13.3 percent in 1998-99.

- At the two-year colleges, the rates increased from 1.6 percent to 12.2 percent in 1994-95, decreased to 6.8 in 1996-97, then increased to 12.2 percent in 1998-99.

- The percentage of students suspended or on probation at the comprehensive universities and two-year colleges peaked in 1993-94 (16.8 and 14.5 percent, respectively). This same percentage at regional universities peaked at 15.1 percent in 1993-94, then again at 16.7 percent in 1998-99.

Percentage of Undergraduate Students Suspended by Gender (Figure 2)

- The percentage of male undergraduate students suspended was higher than the percentage of female students in all three tiers.

- At the comprehensive universities, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased 0.9 of a percentage point from 3.8 percent to 4.7 percent for males, and increased 0.4 of a percentage point from 2.2 percent to 2.6 percent for females. The rate peaked in 1993-94 for both males and females, with 8.6 percent for males and 5.0 percent for females.

- At the regional universities, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased 2.9 percentage points from 1.7 percent to 4.6 percent for males, and increased 1.7 percentage points from 0.8 percent to 2.5 percent for females. The percentage of suspended undergraduate peaked in 1993-94 for males and females, with 5.6 percent for males and 3.5 percent for females.

- At the two-year colleges, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased 1.0 percentage point from 0.5 percent to 1.5 percent for males, and 0.9 of a percentage point from 0.2 percent to 1.1 percent for females. The percentage of suspended undergraduate students peaked in 1993-94 for males and females, with 3.2 percent for males and 2.1 percent for females.

Percentage of Undergraduate Students Suspended by Race (Figures 3 & 4)

- Generally, the percentage of undergraduate students suspended was highest for Black students and lowest for Nonresident Alien students in all three tiers from 1989-90 through 1998-99.

- At the comprehensive universities, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased from 2.7 percent to 3.2 percent for Whites (with peak year in 1993-94 at 6.3 percent), increased from 2.2 percent to 4.0 percent for Asian Americans (with peak years in 1992-93 and 1993-94 at 5.4 percent), and increased from 2.0 percent to 2.8 percent for Nonresident Aliens (with peak year in

1993-94 at 4.1 percent). The percentage of suspended undergraduate students decreased from 7.9 percent to 7.4 percent for Blacks (with peak year in 1993-94 at 17.6 percent), decreased from 5.9 percent to 3.7 percent for Hispanics (with peak year in 1993-94 at 8.4 percent). The percentage of suspended undergraduate students remained the same at 5.4 percent for Native Americans (with peak year in 1991-92 at 9.8 percent).

- At the regional universities, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased from 1.0 percent to 2.8 percent for Whites (with peak year in 1993-94 at 4.0 percent), increased from 2.3 percent to 6.5 percent for Blacks (with peak year in 1993-94 at 8.0 percent), increased from 1.5 percent to 4.6 percent for Hispanics (with peak year in 1998-99 at 4.6 percent), increased from 1.5 percent to 4.0 percent for Native Americans (with peak year in 1991-92 at 5.1 percent), increased from 0.7 percent to 2.4 percent for Asian Americans (with peak years in 1996-97 and 1997-98 at 3.5 percent), and increased from 0.2 percent to 3.6 percent for Nonresident Aliens (with peak year in 1998-99 at 3.6 percent).

- At the two-year colleges, from 1989-90 to 1998-99, the percentage of suspended undergraduate students increased from 0.3 percent to 1.1 percent for Whites (with peak year in 1993-94 at 2.1 percent), increased from 0.9 percent to 2.1 percent for Blacks (with peak year in 1993-94 at 5.4 percent), increased from 0.4 percent to 1.6 percent for Hispanics (with peak year in 1993-94 at 4.1 percent), increased from 0.8 percent to 2.1 percent for Native Americans (with peak year in 1993-94 at 4.3 percent), increased from 0.4 percent to 0.8 percent for Asian Americans (with peak year 1993-94 at 2.1 percent), and increased from 0.3 percent to 0.9 percent for Nonresident Aliens (with peak year 1993-94 at 1.4 percent).

Percentage of Undergraduate Students Suspended by Class Level (Figure 5)

- The percentage of undergraduate students suspended was highest for freshmen, followed by sophomores, then juniors in all three tiers. This occurred from 1988-89 through 1998-98, except in 1989-90 and 1990-91, before the current retention policy, when a higher percentage of sophomores than freshmen were suspended at the regional universities and two-year colleges.

- At the comprehensive universities, from 1989-90 to 1998-99, the percentage of suspended students increased from 4.7 percent to 6.7 percent for freshmen, increased from 3.3 percent to 3.9 percent for sophomores, but decreased from 1.6 percent to 1.3 percent for juniors. The percentage of suspended students peaked in 1993-94 for all three class levels, at 10.2 percent for freshmen, 8.6 percent for sophomores, and 3.8 percent for juniors.

- At the regional universities, from 1989-90 to 1998-99, the percentage of suspended students increased from 1.3 percent to 6.2 percent for freshmen, increased from 1.9 percent to 2.6 percent for sophomores) and remained at 0.8 percent for juniors. The percentage of suspended students peaked in 1993-94 for all three class levels, at 7.1 percent for freshmen, 5.0 percent for sophomores, and 1.5 percent for juniors.

- At the two-year colleges, from 1989-90 to 1998-99, the percentage of suspended students increased from 0.4 percent to 2.5 percent for freshmen, and decreased from 0.6 percent to 0.5 percent for sophomores. The percentage of suspended students peaked in 1993-94, at 4.5 percent for freshmen and 1.7 percent for sophomores.

Percentage of Undergraduate Students Suspended by ACT Score (Figure 6)

- Undergraduate students with lower ACT scores were suspended at a higher rate for all three tiers. This generally occurred, except in 1989-90 at the universities and since implementation of the current retention policy in 1993-94 when the suspension rates of students with ACT scores of 19-20 and 21-24 at the comprehensive universities have been comparable.

- At the comprehensive universities, from 1989-90 to 1998-99, the percentage of students suspended increased from 2.4 percent to 7.8 percent for undergraduate students with ACT scores between 1 and 18, increased from 3.0 percent to 5.5 percent for students with ACT scores between 19 and 20, increased from 2.5 percent to 5.4 percent for students with ACT scores between 21 and 24, and increased from 1.7 percent to 2.6 percent for students with ACT scores between 25 to 36. The percentage of students suspended peaked in 1993-94 for all categories of ACT scores, at 13.2 percent for ACT scores between 1 and 18, 11.2 percent for ACT scores between 19 and 20, 8.6 percent for ACT scores between 21 and 24 and 4.5 percent for ACT scores between 25 and 36.

- At the regional universities, from 1989-90 to 1998-99, the percentage of students suspended increased from 1.8 percent to 6.7 percent for undergraduate students with ACT scores between 1 and 18, increased from 2.5 percent to 4.8 percent for students with ACT scores between 19 and 20, increased from 1.2 percent to 2.9 percent for students with ACT scores between 21 and 24, and increased from 0.4 percent to 1.3 percent for students with ACT scores between 25 and 36. The percentage of students suspended peaked in 1993-94 for all categories of ACT scores, at 9.0 percent for ACT scores between 1 and 18, 6.3 percent for ACT scores between 19 and 20, 3.7 percent for ACT scores between 21 and 24 and 1.7 percent for ACT scores between 25 and 36.

- At the two-year colleges, from 1989-90 to 1998-99, the percentage of students suspended increased from 0.9 percent to 2.7 percent for undergraduate students with ACT scores between 1 and 18, increased from 0.5 percent to 1.4 percent for students with ACT scores between 19 and 20, increased from 0.2 percent to 0.9 percent for students with ACT scores between 21 and 24, and increased from 0.2 percent to 0.5 percent for students with ACT scores between 25 and 36. The percentage of students suspended peaked in 1993-94 for all categories of ACT scores, at 6.2 percent for ACT scores between 1 and 18, 2.6 percent for ACT scores between 19 and 20, 1.9 percent for ACT scores between 21 and 24 and 0.9 percent for ACT scores between 25 and 36.

Persistence Rates (Figure 7)

For this study, persistence rate is defined as the percentage of first-time, full-time freshmen who re-enrolled at a public or private higher education institution in Oklahoma during the following year.

- Persistence rates increased for fall 1989 to fall 1997 freshmen at the comprehensive universities (+0.7 percentage point), increased at the regional universities (+1.8 percentage points), and decreased at the two-year colleges (-2.8 percentage points). Generally, the persistence rates decreased slightly around fall 1993 when the policy was implemented, then increased again.

    - At the comprehensive universities, the persistence rate fluctuated between 88.3 percent and 90.0 percent for fall 1989 to fall 1997 freshmen, with a low of 87.4 percent for fall 1992 freshmen.

    - At the regional universities, the persistence rate fluctuated between 77.9 percent and 79.7 percent years for fall 1989 to fall 1997 freshmen, with a low of 76.1 percent for fall 1994 freshmen.

    - At the two-year colleges, the persistence rate fluctuated between 68.3 and 65.5 percent for fall 1989 to fall 1997 freshmen, with a low of 62.3 percent for fall 1994 freshmen.

Graduation Rates (Figure 7)
For this study, graduation rate is defined as the percentage of first-time, full-time freshmen who graduated from a public or private higher education institution in Oklahoma within six-years of beginning at a university or within three-years of beginning at a two-year college.

- Graduation rates increased for fall 1989 to fall 1993 freshmen at the comprehensive universities (+2.8 percentage points), decreased at the regional universities (-0.2 percentage point), and increased at two-year colleges (+1.5 percentage points) for fall 1989 to fall 1996.

    - At the comprehensive universities, the six-year graduation rate increased from 50.7 percent for fall 1989 freshmen to 53.5 percent for 1993 freshmen.

    - At the regional universities, the six-year graduation rate was 35.8 percent for fall 1989 freshmen, decreased to 34.3 percent for fall 1990 freshmen, and increased to 35.7 percent for fall 1993 freshmen.

    - At the two-year colleges, the three-year graduation rate decreased from 17.1 percent for fall 1989 to 13.8 percent for fall 1992 freshmen, then increased to 18.6 percent for fall 1996 freshmen.

CONCLUSIONS:

The *Academic Probation and Suspension: Impact Study of Retention Policy* examines the effects of the increased retention standards on the State System and provides information for the State Regents to determine whether the retention standards are appropriate and if the goal of enhancing student success is being met. Even though this study examines only a few of the factors that could impact student retention, the following conclusions can be made:

- As expected, the suspension rates were highest in 1993-94 when the retention policy was implemented, and have since decreased at both universities and two-year colleges.

- The percentage of undergraduate students suspended continues to be higher for male students than for female students.

- The percentage of undergraduate students suspended continues to be highest for Black students and lowest for Nonresident Alien students.

- The percentage of undergraduate students suspended continues to be highest for freshmen, followed by sophomores, then juniors.

- Undergraduate students with higher ACT scores are less likely to be suspended.

- Generally, the persistence rates decreased slightly around fall 1993 when the policy was implemented, then increased again.

- Graduation rates have generally increased.

- The results of this study confirm the expected initial increase in the percentage of students suspended which is now declining. The higher retention standards have not changed the historic distributions among racial and gender groups. Also, persistence and graduation rates are generally improving.

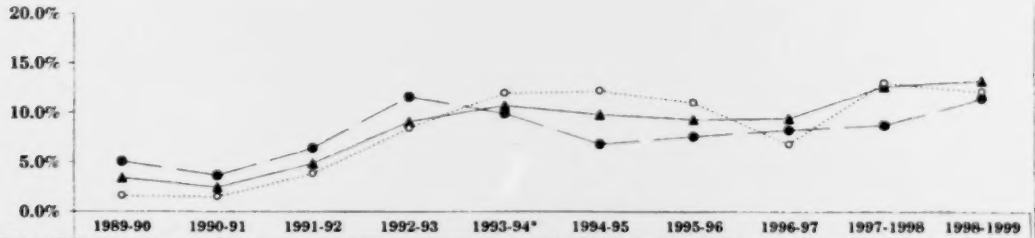
Figures

Figure 1
Suspension/Probation by Tier

Percentage of Students Suspended by Tier

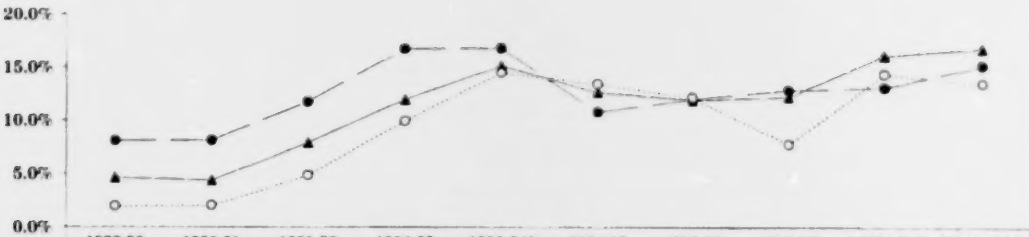
	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-1998	1998-1999
Comprehensive	3.0%	4.5%	5.3%	5.1%	6.9%	4.0%	4.4%	4.6%	4.3%	3.6%
Regional	1.2%	1.9%	3.0%	2.9%	4.4%	2.8%	2.6%	2.8%	3.4%	3.5%
Two-Year	0.3%	0.5%	1.0%	1.5%	2.5%	1.2%	1.2%	0.9%	1.3%	1.3%

Percentage of Students on Probation by Tier



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-1998	1998-1999
Comprehensive	5.1%	3.7%	6.4%	11.6%	9.9%	6.8%	7.6%	8.3%	8.8%	11.5%
Regional	3.4%	2.4%	4.9%	9.1%	10.7%	9.8%	9.3%	9.4%	12.7%	13.3%
Two-Year	1.6%	1.5%	3.9%	8.5%	12.0%	12.2%	11.0%	6.8%	13.0%	12.2%

Percentage of Students on Suspension/Probation by Tier



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-1998	1998-1999
Comprehensive	8.1%	8.1%	11.8%	16.7%	16.8%	10.8%	12.0%	12.8%	13.1%	15.1%
Regional	4.6%	4.4%	7.9%	12.0%	15.1%	12.6%	11.9%	12.2%	16.0%	16.7%
Two-Year	2.0%	2.0%	4.9%	9.9%	14.5%	13.4%	12.2%	7.8%	14.3%	13.4%

Note: Student enrollments include freshmen, sophomores, juniors, and unclassifies undergraduate. Seniors are not included.
* Full implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

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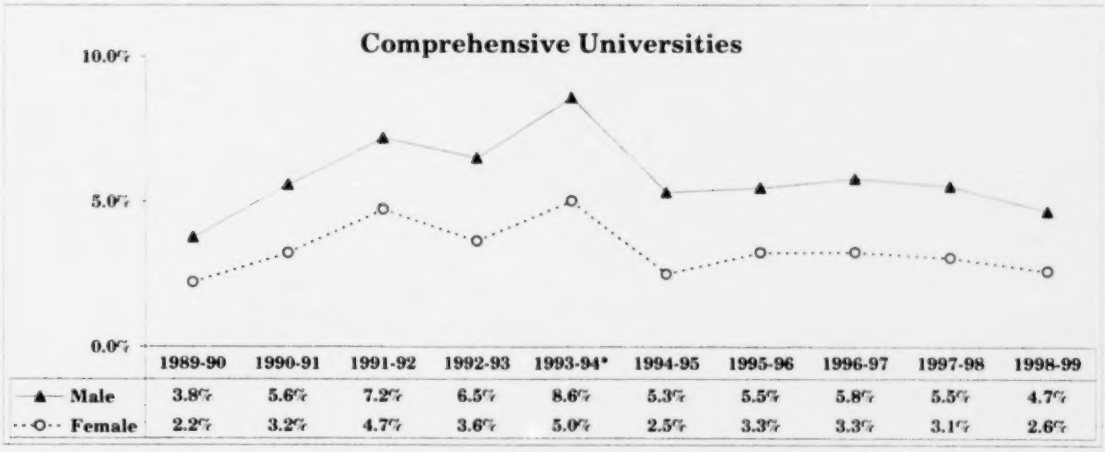
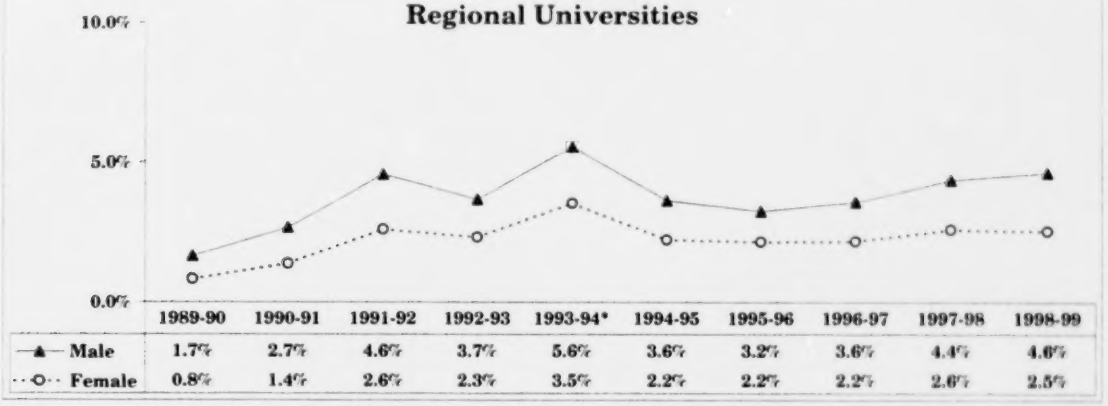
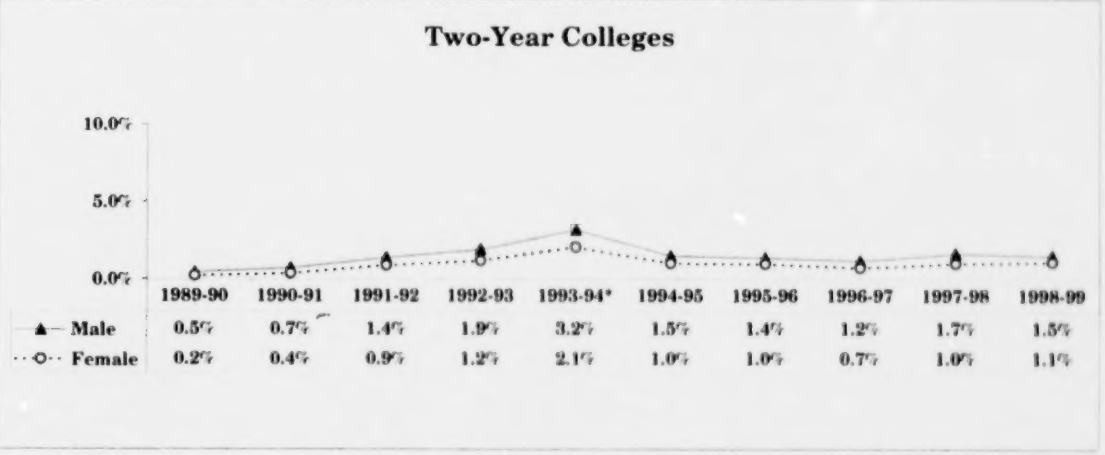
Figure 2
Percentage of Students Suspended by Tier and Gender



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Male	3.8%	5.6%	7.2%	6.5%	8.6%	5.3%	5.5%	5.8%	5.5%	4.7%
Female	2.2%	3.2%	4.7%	3.6%	5.0%	2.5%	3.3%	3.3%	3.1%	2.6%



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Male	1.7%	2.7%	4.6%	3.7%	5.6%	3.6%	3.2%	3.6%	4.4%	4.6%
Female	0.8%	1.4%	2.6%	2.3%	3.5%	2.2%	2.2%	2.2%	2.6%	2.5%



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Male	0.5%	0.7%	1.4%	1.9%	3.2%	1.5%	1.4%	1.2%	1.7%	1.5%
Female	0.2%	0.4%	0.9%	1.2%	2.1%	1.0%	1.0%	0.7%	1.0%	1.1%

Note: Student enrollments include freshmen, sophomores, juniors, and unclassified undergraduates. Seniors are not included.
* Full-implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

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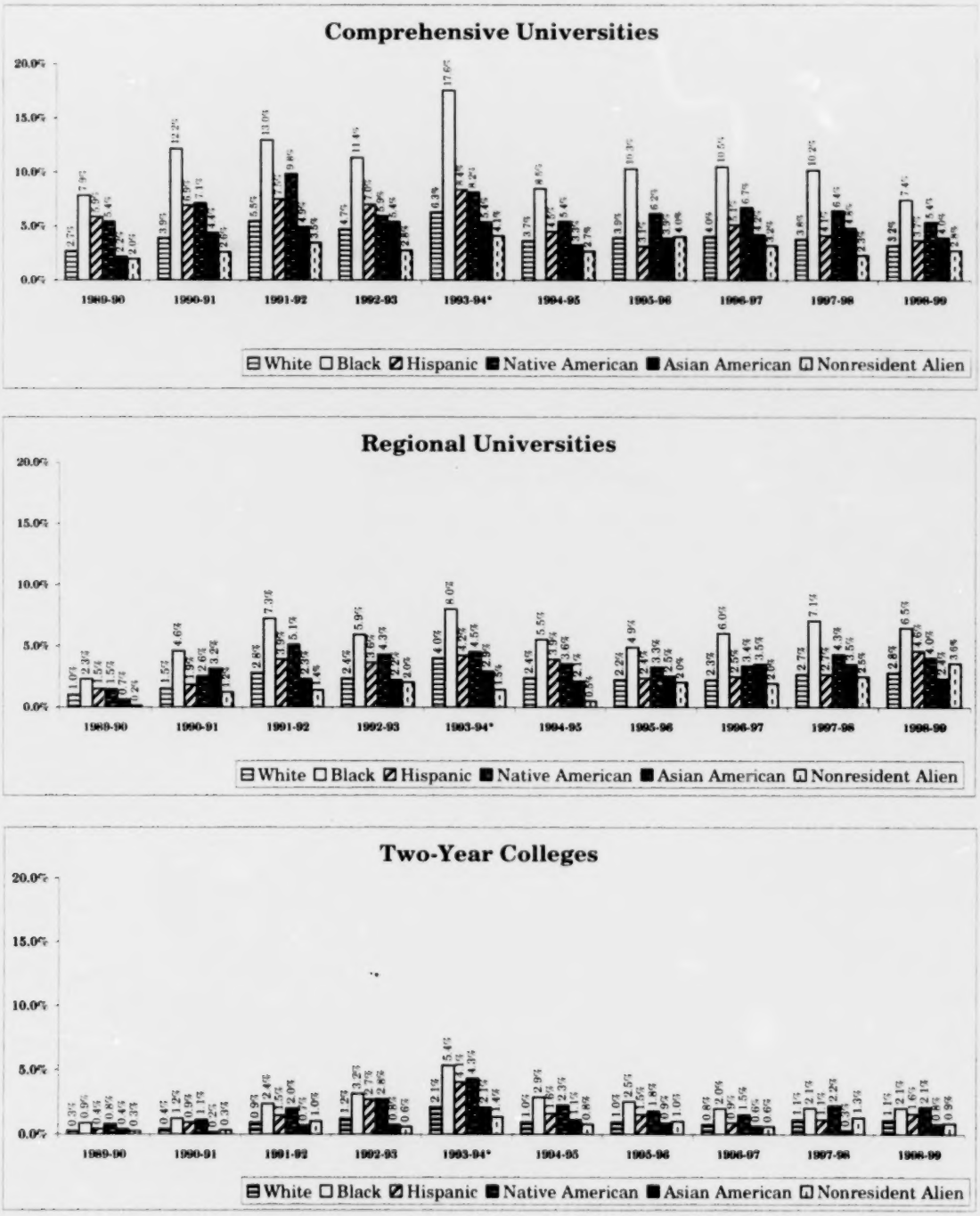
Fig 2.3.4.5.6-% suspen tier gender race class ACT

Figure 3
Percentage of Students Suspended by Tier and Race

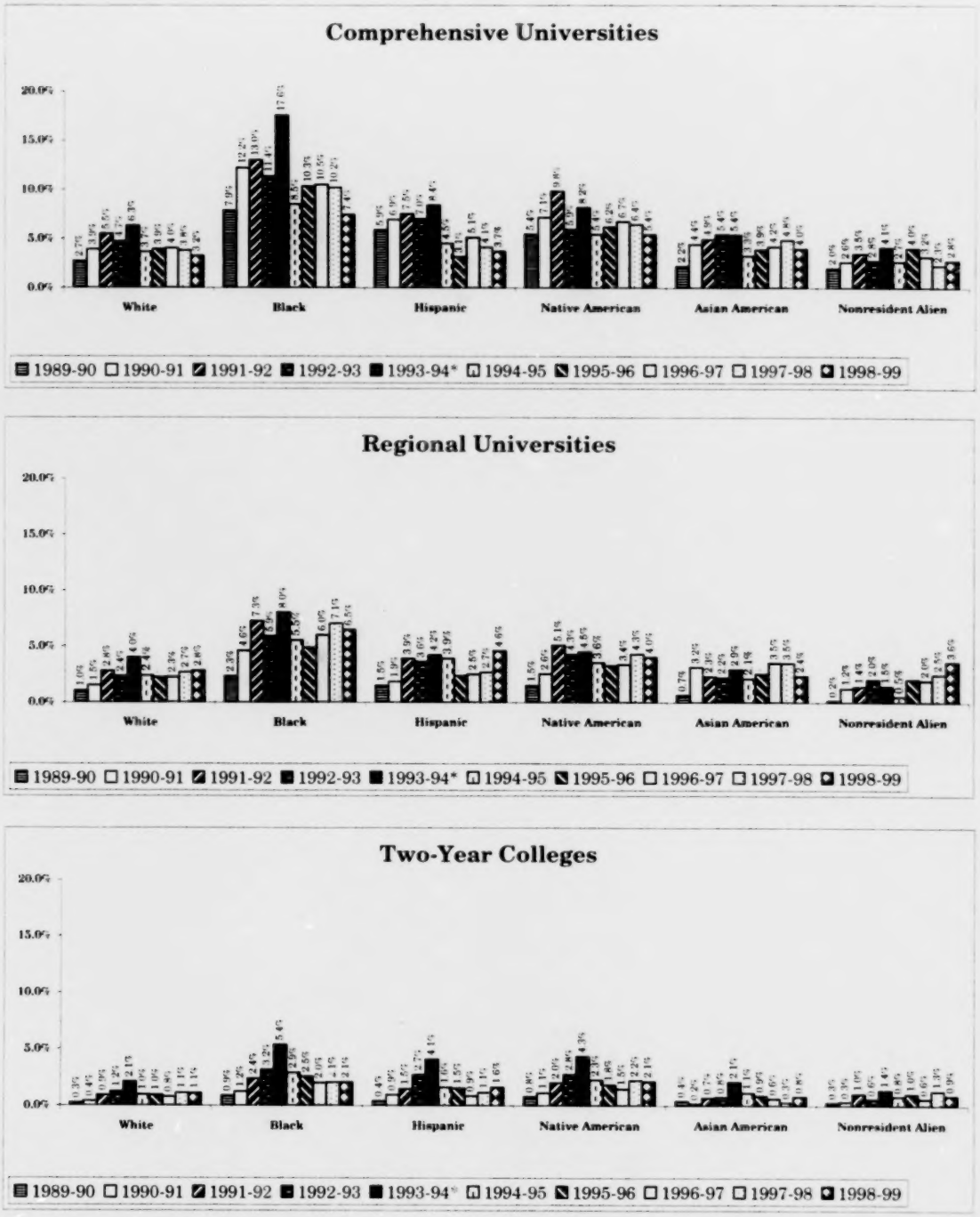


Note: Student enrollments include freshmen, sophomores, juniors, and unclassified undergraduates. Seniors are not included.
* Full implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

G:\Chrisc\retention\99-00\chris-Fig 2,3,4,5,6-% suspen tier,gender,race,class,ACT

18

Figure 4
Percentage of Students Suspended by Tier and Race



Note: Student enrollments include freshmen, sophomores, juniors, and unclassified undergraduates. Seniors are not included.
* Full implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

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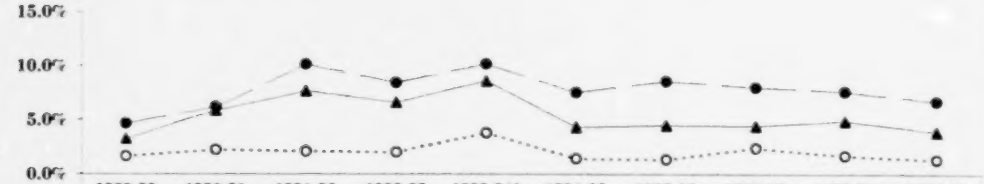
Fig 2.3.4 5.6-% suspen tier gender race class ACT

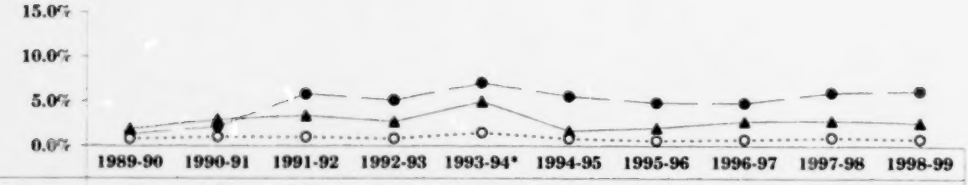
Figure 5
Percentage of Students Suspended by Tier and Class Level

Comprehensive Universities



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Freshman	4.7%	6.2%	10.1%	8.4%	10.2%	7.5%	8.6%	8.0%	7.6%	6.7%
Sophomore	3.3%	5.9%	7.6%	6.6%	8.6%	4.3%	4.5%	4.4%	4.9%	3.9%
Junior	1.6%	2.2%	2.1%	2.0%	3.8%	1.4%	1.3%	2.4%	1.7%	1.3%

Regional Universities



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Freshman	1.3%	2.2%	5.8%	5.1%	7.1%	5.5%	4.8%	4.8%	6.0%	6.2%
Sophomore	1.9%	3.0%	3.4%	2.7%	5.0%	1.7%	2.0%	2.7%	2.9%	2.6%
Junior	0.8%	1.0%	1.0%	0.8%	1.5%	0.8%	0.6%	0.7%	0.9%	0.8%

Two-Year Colleges

	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
Freshman	0.4%	0.7%	2.0%	2.9%	4.5%	2.3%	2.1%	1.8%	2.4%	2.5%
Sophomore	0.6%	0.9%	1.0%	0.7%	1.7%	0.6%	0.5%	0.5%	0.7%	0.5%

Note: Student enrollments include freshmen, sophomores, juniors, and unclassified undergraduates. Seniors are not included.
* Full implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

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Fig 2,3,4,5,6-%suspen tier,gender,race,class,ACT

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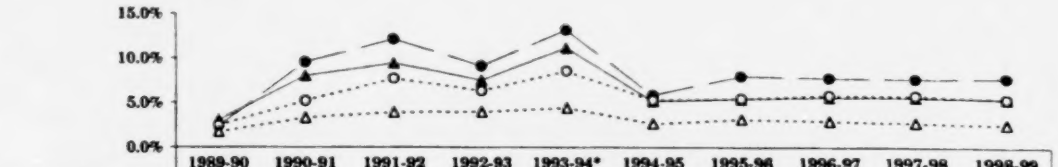
Figure 6
Percentage of Students Suspended by Tier and ACT Score

Comprehensive Universities



	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
ACT: 1 - 18	2.4%	9.6%	12.1%	9.2%	13.2%	5.9%	8.0%	7.8%	7.7%	7.8%
ACT: 19 - 20	3.0%	8.1%	9.5%	7.6%	11.2%	5.2%	5.5%	5.6%	5.6%	5.5%
ACT: 21 - 24	2.5%	5.2%	7.8%	6.4%	8.6%	5.3%	5.5%	5.9%	5.8%	5.4%
ACT: 25 - 36	1.7%	3.3%	3.9%	4.0%	4.5%	2.7%	3.2%	3.0%	2.8%	2.6%

Regional Universities

	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
ACT: 1 - 18	1.8%	4.2%	7.5%	6.1%	9.0%	5.9%	5.3%	5.7%	6.6%	6.7%
ACT: 19 - 20	2.5%	2.5%	4.2%	3.9%	6.3%	3.8%	3.7%	4.3%	4.8%	4.8%
ACT: 21 - 24	1.2%	1.3%	2.9%	2.3%	3.7%	2.7%	2.0%	2.2%	3.0%	2.9%
ACT: 25 - 36	0.4%	0.5%	1.2%	1.4%	1.7%	1.3%	1.0%	1.0%	1.4%	1.3%

Two-Year Colleges

	1989-90	1990-91	1991-92	1992-93	1993-94*	1994-95	1995-96	1996-97	1997-98	1998-99
ACT: 1 - 18	0.9%	1.6%	2.7%	4.1%	6.2%	2.8%	2.6%	2.2%	3.1%	2.7%
ACT: 19 - 20	0.5%	0.7%	1.3%	1.7%	2.6%	1.6%	1.3%	1.1%	1.6%	1.4%
ACT: 21 - 24	0.2%	0.3%	1.0%	1.1%	1.9%	0.9%	0.8%	0.7%	1.0%	0.9%
ACT: 25 - 36	0.2%	0.3%	0.5%	0.4%	0.9%	0.3%	0.4%	0.4%	0.4%	0.5%

Note: Student enrollments include freshmen, sophomores, juniors, and unclassified undergraduates. Seniors are not included.
* Full implementation of retention policy in fall 1993
Source: UDS, UDSENR18 and SASAUD6B reports

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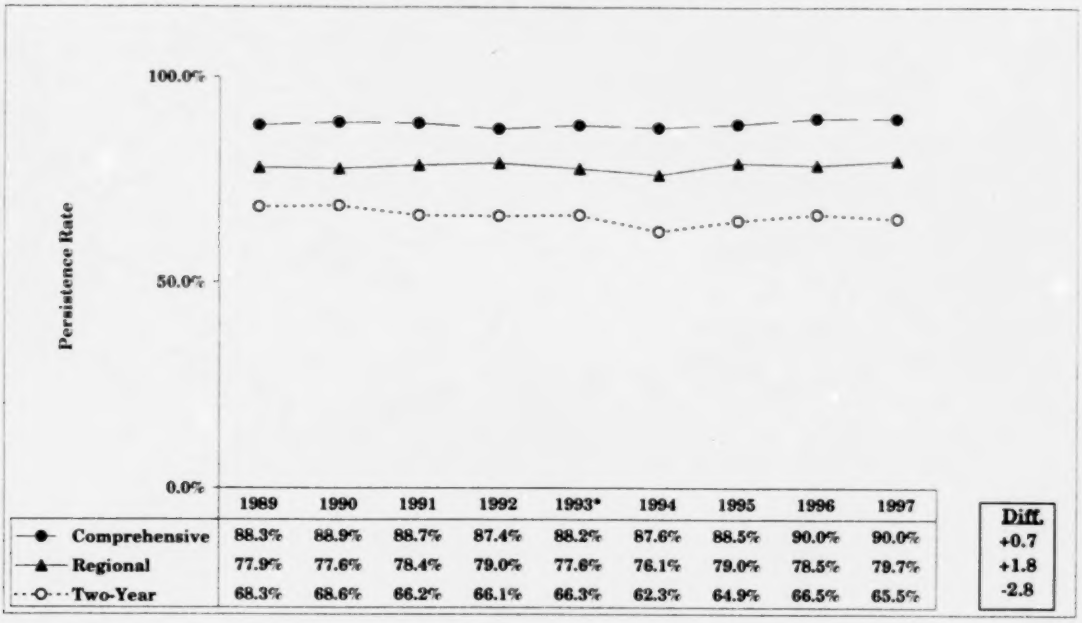
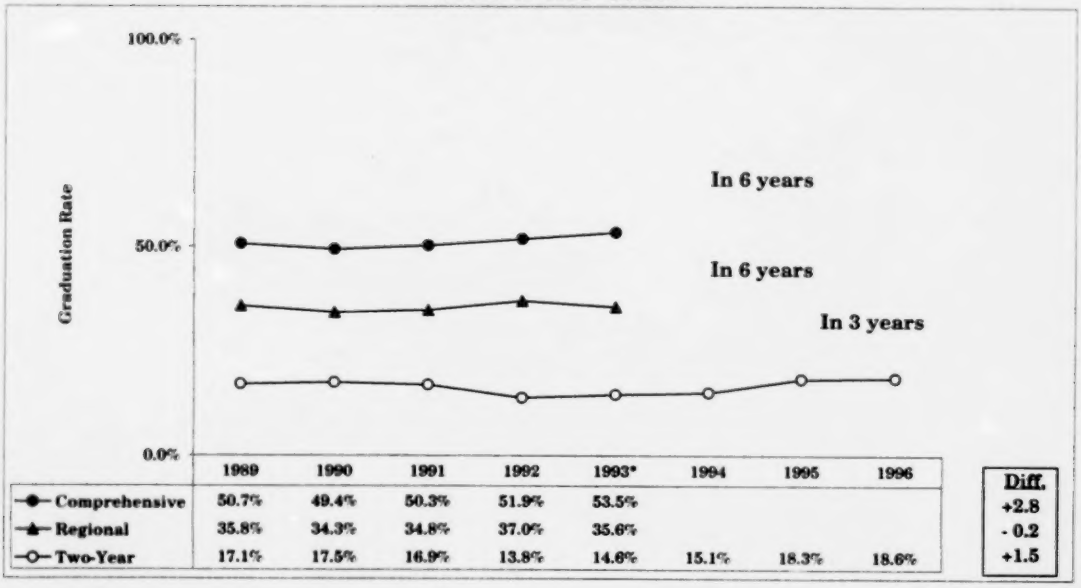
Figure 7
First-Year Persistence Rates by Tier
Fall First-Time, Full-Time Freshmen
Within the State



	1989	1990	1991	1992	1993*	1994	1995	1996	1997	Diff.
Comprehensive	88.3%	88.9%	88.7%	87.4%	88.2%	87.6%	88.5%	90.0%	90.0%	+0.7
Regional	77.9%	77.6%	78.4%	79.0%	77.6%	76.1%	79.0%	78.5%	79.7%	+1.8
Two-Year	68.3%	68.6%	66.2%	66.1%	66.3%	62.3%	64.9%	66.5%	65.5%	-2.8

Graduation Rates by Tier
Fall First-Time, Full-Time Freshmen
Within the State



	1989	1990	1991	1992	1993*	1994	1995	1996	Diff.
Comprehensive	50.7%	49.4%	50.3%	51.9%	53.5%				+2.8
Regional	35.8%	34.3%	34.8%	37.0%	35.6%				- 0.2
Two-Year	17.1%	17.5%	16.9%	13.8%	14.6%	15.1%	18.3%	18.6%	+1.5

* Full implementation of retention policy in fall 1993
Source: UDS, cohort2 (April 2000) reports

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Appendix

Excerpt from Admission Policy

requirements of the receiving institution as outlined in Part I of this policy; and by the following:

a. Transcripts of record from colleges or universities accredited by the North Central Association or other regional associations will be given full value.

(1) Each nonresident applicant must be in good standing in the institution from which s/he plans to transfer.

(2) Each nonresident applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which s/he plans to transfer.

b. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.

(1) Each nonresident undergraduate applicant must meet the conditions of 2.a-1 and 2.a-2 above.

(2) Each nonresident undergraduate applicant who meets 2.a-1 and 2.a-2 above also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

Standards for the admission of nonresidents as stated above will be considered minimal. Any institution may improve upon the standards for its own use, as approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of this policy.

3. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in E.1 or E.2 above, but have not been formally suspended, may be admitted as "transfer probation" students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their retention GPA to the designated level, as detailed in Part II Retention Standards. Any "transfer probation" student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment.[1] Additionally, it is expected that institutions provide the appropriate academic support services to assist such students in achieving academic success.

PART II. RETENTION STANDARDS

Effective academic retention policies have several components in common. Such policies must treat all students equitably and fairly. Students must know what is expected of them in terms of satisfactory academic performance. Concomitantly, the repercussions of classroom nonperformance must be detailed. Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus, an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity. Such integrity is reflected in the student grade-point average retention requirements and the

uniformity of application coupled with an acknowledgment of individual circumstances. The following policy strives to meet these standards.

A. Academic Support Services

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

B. Definition of Terms

Good Academic Standing: Any student who meets the retention requirements as set forth in this policy is in good academic standing.

Academic Notice: Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0 will be placed on academic notice.

Academic Probation: Any student whose retention GPA falls below those designated in Section C for a given semester is on academic probation.

Academic Suspension: Any student who was on academic probation the previous semester and who fails to raise his/her GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses, will be suspended from the institution.

C. Retention GPA Requirements

A student must maintain a 2.0 retention GPA for the duration of his/her college experience with the exception of freshmen on academic notice and academic probation.

A student will be placed on academic probation if s/he fails to meet the following requirements:

Credit Hours Attempted	Retention GPA Requirement[13]
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

[13] All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for retention purposes excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy and excluding remedial/developmental (pre-college) courses. In 1994, the retention GPA will also exclude physical education activity courses.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension[14] However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

D. Additional Requirements

1. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention grade-point average of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise his/her retention GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

2. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

3. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a

[14]The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session.

reinstated student be suspended a second time from the same institution, s/he cannot return to the suspending school until such time as s/he has demonstrated, by attending another institution, the ability to succeed academically by raising his/her GPA to the retention standards.

4 Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

PART III. PRINCIPLES

The following principles are intended for use as guidelines for interpretation of policies on admission, retention, and transfer of students at colleges and universities of the State System.

A. Admission of First-time-entering Students

1. Any Oklahoma resident, upon graduation from an accredited high school, should have the opportunity of continuing his/her education at some institution in The Oklahoma State System of Higher Education.

2. Admission policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in The Oklahoma State System of Higher Education.

3. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as provided for under the special admission section. Each case must be documented and the institution must report annually on the exceptions made.

4. Admission policies should be stated in such a manner as to lend themselves to ease of understanding by high school students, parents, counselors, and the public generally.

5. Admission policies should be administratively feasible.

6. Residents of Oklahoma should be given preference.

7. Policies should be periodically and systematically reviewed.

8. Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for

approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

B. Retention of Students

1. Retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

2. Retention policies should provide for uniformity in the transfer of students among institutions.

3. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in the Retention Standards section.

4. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

5. Students who are suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

6. Institutional and individual programs' retention standards should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents.

7. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as noted in the Retention Standards section. Each case must be documented and the institution must report annually on the exceptions made.

Provisions in other State Regents' policies are subject to the requirements specified in this policy.

Revised December 9, 1994, June 28, 1995, June 28, 1996, June 27, 1997, September 5, 1997, April 3, 1998, December 3, 1999, and February 2000.